

**POLICY**

The Board of Trustees of Rocky View Schools believes that the primary goal of assessment and communication of student learning is to inform teaching and to promote student learning. Assessment shall be ongoing, meaningful, consistent and accurate for all students, embracing multiple forms of assessment as significant processes for student success in the 21<sup>st</sup> century. Regular feedback to students and parents is expected.

**DEFINITIONS:**

**Assessment:** Process of collecting information on student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning (AAC Glossary). Throughout this document the term “assessment” encompasses assessment for learning, as learning and of learning.

**Formative Assessment:** (Assessment for Learning)

Assessment experiences that result in an on-going exchange of information between students and teachers about student progress toward clearly specified learner outcomes (not to be used for grading purposes (AAC Glossary))

**Assessment for learning** is designed to give teachers information to modify and differentiate teaching and learning activities. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

**Assessment as learning** is a process of developing and supporting metacognition for students. It focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.

**Summative Assessment:** (Assessment of Learning)

Assessment experiences designed to collect information about learning to make judgments about students performance and achievement at the end of a period of instruction. (AAC Glossary)



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**Assessment of learning** is summative in nature and is used to confirm what students know and can do. Teachers concentrate on ensuring that they have used assessment evidence to provide accurate and sound statements of students' proficiency, so that recipients of the information can use it to make reasonable and defensible decisions.

**Communication of student learning (formerly reporting)** is an ongoing process that involves students, parents, and teachers in making sense of a student's learning.

**Descriptive Feedback:** part of an ongoing, specific and constructive conversation about learning that relates directly to the learner outcomes (AAC Glossary)

**Grade (mark or achievement standard):** a summary statement of student achievement relative to curriculum standards. (AAC Glossary)

**Grade Level of Achievement (GLA):** a teacher judgment based on the results from a variety of classroom assessments throughout the school year in relation to learner outcomes in a subject area after a course for a specific grade level has been completed. (AAC Glossary)

**Learning Outcomes (from Alberta Education Programs of Study):** what we expect students to learn; the provincially mandated knowledge skills and attitudes we expect students to demonstrate as a result of schooling. (AAC Glossary)

**Placement:** indicates that the student has not satisfied the program requirements or met the outcomes required for that grade or course, but has been placed into the next grade/course based on the decision made by the school in the best interest of the student.

**Promotion:** indicates that the student has satisfied the program requirements and met the outcomes for that grade or course. The student will advance to the next higher grade or course.

**Accommodation:** a change or alteration in the regular ways student is expected to learn, complete assignments or participate in classroom activities

**Modified Programming:** programming in which the learner outcomes are significantly different from the programs of study and are specifically selected to meet students' special education needs

**Adapted Programming:** programming that retains the learner outcomes of the programs of study and where adjustments to the instructional process are provided to address the special education needs of the student

**GUIDELINES**

A comprehensive assessment program provides relevant information about a learner. This information facilitates understanding of what the student knows, how he/she makes sense of that learning and accurately measures the achievement of desired outcomes. The assessment cycle: *learning for*, *learning as*, and *learning of* offers information to guide future programming and instructional differentiation. Assessment has the greatest impact when it is integrated into all learning activities and is aligned with the Programs of Study.

Classroom assessment methods must be fair and accurate – minimizing all possible bias and giving all students equal opportunities to demonstrate what they know and are able to do.

Classroom assessment refers to “all activities in the classroom that enable students to demonstrate what they understand, know and can do” (AAC)

**Sound assessment should:**

1. reflect current research, be reviewed and updated regularly with supporting professional development and collaboration provided
2. have a clear purpose to: understand, promote, enhance or measure student learning
3. be balanced and reflect the principles of Understanding by Design and Universal Design for Learning.
4. be balanced and focus on a broad range of the prescribed outcomes, reflecting multiple dimensions of skill development
5. be an ongoing process with methods and instruments used in a variety of contexts and approaches, rather than a set of isolated, summative events,
6. communicate both the purpose of and the assessment method/s to the student/parent(s)
7. be part of instruction and should clearly reveal to students what is expected of them, and the learning outcomes they are working toward.
8. use methods that are consistent, equitable, accurate and take into account the student’s developmental and cultural background.
9. encourage meaningful dialogue and feedback between teacher and student/s that indicates how well the learner is moving toward the specific learner outcomes and provide supportive opportunities to improve or be further challenged
10. provide diagnostic information to address recommendations for remediation and/or enrichment



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11. consist of an appropriate body of evidence to support the judgment being made (e.g., Triangulation of assessment – conversation, observation and product - is a process which utilizes information from a variety of assessments to collect evidence of achievement)
12. use the results of assessment to improve teaching practice and learning activities
13. enable students and parents to easily understand the assessment results in plain language
14. support metacognitive thinking in students to help them gauge where they are in their learning, and to set direction for future learning to occur.
15. encourage allow students to use feedback to improve upon and take responsibility for learning through a variety of assessment tools such as self-reflection and peer coaching, rubrics, and exemplars.

- Legal Reference:**
- ⇒ School Act – Alberta Sec. 12, 18, 20, 22, 23, 39, 47, 60, 61, 113, 123, 124
  - ⇒ Alberta Regulation#177/2003 Student Records
  - ⇒ Alberta Regulation #225/2006 Student Records
  - ⇒ Alberta Education Policies 2.1.2, 1.6.1, 1.6.2, 2.1.3
  - ⇒ Principals for Fair Student Assessment Practices for Education in Canada (1993). Edmonton, Alberta: Joint Advisory Committee.
  - ⇒ Student Evaluation Regulation 71/99
  - ⇒ Ministerial Order 016/97 – Teaching Quality Standard School Act, Section 2, 45, 47, 48, 123 and 124
  - ⇒ Alberta Education Policy 1.6.1, 1.6.2, and 1.1.3
  - ⇒ Assessment Manifesto; A Call for the Development of Balanced Assessment Systems (Rick Stiggins, 2008)
  - ⇒ Communicating Student Learning Guidelines for Schools 2008
  - ⇒ Principles for Fair Student Assessment Practices for Education in Canada (1993).  
[http://www.education.ualberta.ca/educ/psych/crame/files/eng\\_prin.pdf](http://www.education.ualberta.ca/educ/psych/crame/files/eng_prin.pdf)
  - ⇒ Alberta Assessment Consortium [www.aac.ab.ca](http://www.aac.ab.ca)

- Cross Reference**
- ⇒ RVS Administrative Procedures: HK – Assessment and Communication of Student Learning
  - ⇒ Grade Level of Achievement Reporting, 2006, Pp. 6-7, ABEd.